



ACIP

Sam C. Harlan Elementary School

Florence City Schools

Mrs. Janice Jackson
2233 McBurney Drive
Florence, AL 35630

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	5
Notable Achievements and Areas of Improvement.....	6
Additional Information.....	7

Improvement Plan Stakeholder Involvement

Introduction.....	9
Improvement Planning Process.....	10

Student Performance Diagnostic

Introduction.....	12
Student Performance Data.....	13
Evaluative Criteria and Rubrics.....	14
Areas of Notable Achievement.....	15
Areas in Need of Improvement.....	16
Report Summary.....	17

2018-2019 ACIP Assurances

Introduction 19

ACIP Assurances 20

Goals for HES 2017-2018

Overview 22

Goals Summary 23

 Goal 1: Parent and Family Engagement 24

 Goal 2: Culture 25

 Goal 3: Professional Development 25

 Goal 4: Instruction 27

Activity Summary by Funding Source 29

Stakeholder Feedback Diagnostic

Introduction 33

Stakeholder Feedback Data 34

Evaluative Criteria and Rubrics 35

Areas of Notable Achievement 36

Areas in Need of Improvement 37

Report Summary 38

2018-2019 Title I Schoolwide Diagnostic

Introduction 40

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6)) 41

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III)) 43

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6)) 50

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))..... 51

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))..... 52

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))..... 54

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))..... 56

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))..... 57

Component 9: Coordination and Integration of Federal, State and Local Programs and Resources (Sec.1114(b)(V))..... 59

Component 10: Evaluation (Sec.1114(b)(3))..... 60

2018-2019 Coordination of Resources - Comprehensive Budget

Introduction..... 62

FTE Teacher Units..... 63

Administrator Units..... 64

Assistant Principal..... 65

Counselor..... 66

Librarian..... 67

Career and Technical Education Administrator..... 68

Career and Technical Education Counselor..... 69

Technology..... 70

Professional Development..... 71

EL Teachers..... 72

Instructional Supplies..... 73

Library Enhancement..... 74

Title I..... 75

Title II..... 76

Title III..... 77

Title IV..... 78

Title V..... 79

Career and Technical Education-Perkins IV..... 80

Career and Technical Education-Perkins IV..... 81

Other..... 82

Local Funds..... 83

2018-2019 Parent and Family Engagement

Introduction..... 85

Parent and Family Engagement..... 86

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Harlan Elementary School is a Title I School with 434 students in Pre-K through grade four. The school is located in the middle of the Norwood Park Subdivision in Florence, Alabama. The population of students consists of approximately 72% African American students, 17% white students, 7% Hispanic students, and 3% Multiracial students. Harlan has a highly transient student population.

Harlan is an Alabama Reading Initiative School as well as an Alabama Math, Science, and Technology (AMSTI) school. The staff implements grade level and vertical teaming to ensure that it stays aware of best teaching practices. The grade level teams are continually researching strategies that enhance student learning. The enthusiasm for learning by the staff spills over to students as many research-based strategies that engage students in the learning process are implemented.

Harlan Elementary School provides an after-school care for students. The after-school program is called The Harlan Enrichment Program and is a service provided for working parents. The tuition is lower than other after-school care facilities in the Florence area. Students receive homework help, snack, computer activities, and various fun activities that include art projects, games, and physical activities that enhance their overall health.

Harlan Elementary School has an amazing, fully-funded Fine Arts program for students. All students receive one class (45 minutes each week) of music by a certified music teacher and one class of art (45 minutes each week) by a certified art teacher. Harlan Elementary School also provides chorus activities to third and fourth grade students in an after-school setting taught by a certified music teacher who is paid a supplement by Florence City Schools. This after-school activity includes two show choir productions that are presented to students, staff members and parents. The art teacher provides an art club for third grade students after school that meets monthly. During art club, students may work on entries for art contests and special art projects.

Harlan School provides a structured Physical Education (P.E.) program for all students. There are two certified P.E. teachers who work as a team to provide physical activities that promote a healthy lifestyle. Students also receive bi-weekly library instruction by a certified media specialist as well as bi-weekly classroom/small group/individual guidance lessons by a certified school guidance counselor.

Staff members are dedicated and genuinely care about all students. Our district provides motivational speakers, including Jeremy Anderson and Eric Thomas, to focus on meeting the diverse cultural needs of our students. Teams of administrators and teachers participate in a variety of professional networks facilitated by Alabama Best Practices Center. Networks include Powerful Conversation Network (PCN), Key Leaders Network (KLN) and Instructional Partner Network (IPN). Through these networks teachers and administrators learn research based strategies to implement in the school and classroom. There are academic leaders in place for each grade level that provide additional support to teachers. The staff at Harlan continually searches for research-based strategies and professional development that will enhance instruction for at-risk students.

Due to Harlan's high at-risk student population, the students face unique challenges. Most of Harlan's students start their school careers lacking in educational experiences. We are fortunate to have been selected as a preschool state-funded site, which will give us the opportunity to train students at an early age. Also, we have initiated a rewards and incentives program for parents and students to increase

attendance.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

CORE BELIEFS:

- * We believe learning is the primary purpose for everything we do as a school district.
- * We believe all students, teachers and administrators can grow, succeed, and reach their full potential by being engaged in the learning process.
- * We believe our school district's relationships with students' families and community partners are crucial to our success.
- * We believe our school district must use innovative approaches to meet the needs of our diverse population.
- * We believe in a classroom culture in which students feel safe to learn.

SYSTEM BRAND:

Your System...Our Community...One Florence

VISION:

Tomorrow...Today

OUR MISSION:

Empower students to explore, create, challenge, innovate and lead

TO ACCOMPLISH OUR MISSION:

The school staff is committed to excellence by working cooperatively with the home and community to provide an education meeting the individual needs of children in grades Pre- K through 4.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

The faculty and staff strive each and every day to provide an excellent education for the students, as well as an outstanding environment inside and outside of our school to enhance learning for all students.

8 Teachers working on advanced degrees

22 Administrators and teachers hold a masters' degree or higher

4 National Board Certified Teachers (NBPTS)

First place in the "Steve Trash Litter Champ"

K - Second Grade 1:1 classroom iPad initiative

Third - Fourth Grade 1:1 classroom Chromebook initiative

Smartboards/iPads/Chromebooks/laptops used for instruction in every classroom by teachers

Swivel and iPad Air for all teachers to use

Performance Series used for diagnostic assessment

Achievement Series used to administer common benchmark assessments

Data Days in school year calendar

FLCN: Falcon Learning Conversations Network (district-provided professional development)

Facebook, Twitter, Florence City Schools website, Harlan Elementary School website and School Cast in use to communicate with parents and students

Classroom Weekly newsletter sent to parents

Academic Leader positions for each grade level and content

Common planning time for all teachers provided weekly

Instructional Partner

Reading Coach

Leadership, data and faculty meetings held monthly

Implementation and focus on Data Notebooks weekly in third and fourth grade

Eight Florence Foundation grants

Two classes were videoed for inclusion in Dr. Jackie Walsh's book Quality Questioning.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Harlan Elementary School is one of three elementary schools in the district participating in the community eligibility program. All students enrolled receive breakfast and lunch at no charge.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The Instructional Leadership Team was instrumental in the planning process. The Instructional Leadership Team is comprised of a diverse group of stakeholders, including parents and community members, and all willingly participated in the planning process for this CIP in the hopes of producing a plan which will ultimately guide instruction at the school. Meeting times for the Instructional Leadership Team were scheduled at various times to accommodate work schedules of parents and community members. The Instructional Leadership Team gathered and meticulously analyzed and reviewed data. Preliminary strengths and weaknesses were identified at a collaborative meeting of the Instructional Leadership Team. The data sources, identified strengths and weaknesses, and academic assessments were reviewed with the entire faculty at a collaborative meeting, as well as with parents during an organized meeting. After receiving input from all stakeholders via the processes listed above, the Instructional Leadership Team finalized the strengths and weaknesses that appear in this CIP with the specific intent of improving the achievement of not only individual students, but the overall instructional program. Strategies to improve upon strengths and weaknesses were shared and reviewed with all stakeholders, including parents, via parent meetings and the school website.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

The Instructional Leadership Team included administrators, classroom teachers, Title I teachers, special education teacher, related arts teacher, guidance counselor, Instructional Partner, and parent/community representatives. Input was also given during the Fall 2017 Title I Parent Meeting. All members of the Instructional Leadership Team were involved in the review of data, identification of strengths and weaknesses, and designation of goals for the CIP.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final Continuous Improvement Plan for 2017-2018 was shared with the school faculty during a meeting and analyzed more closely in grade level/department meetings. The final CIP was shared with the PTO Officers during their regular meeting, published on the school's website, and made available in the school office. Stakeholders will receive updates on the CIP mid-year and at the end of the school year.

Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		HES ACIP Data

Evaluative Criteria and Rubrics

Overall Rating: 3.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

According to student data, Harlan students scored better in math than in reading on the Performance Series test.

Describe the area(s) that show a positive trend in performance.

In reading and math, the percentage of proficiency increases from spring to fall scores each year.

Which area(s) indicate the overall highest performance?

The data revealed the areas of highest performance were vocabulary and long passage in reading and items regarding data analysis & probability and geometry in math.

Which subgroup(s) show a trend toward increasing performance?

The special education subgroup showed a larger percentage of students displayed growth and met the annual growth target in math.

Between which subgroups is the achievement gap closing?

Special Education

Which of the above reported findings are consistent with findings from other data sources?

School and classroom data confirms that the special education subgroup shows an achievement gap between other student groups.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

62% of fourth grade students are not considered proficient in reading on the Performance Series test.

Describe the area(s) that show a negative trend in performance.

In reading and math, the percentage of proficiency decreases from winter to spring scores each year.

Which area(s) indicate the overall lowest performance?

Fourth grade reading is our lowest performance area, based on Global Scholars.

Which subgroup(s) show a trend toward decreasing performance?

The special education subgroup showed a smaller percentage of students who displayed growth in reading.

Between which subgroups is the achievement gap becoming greater?

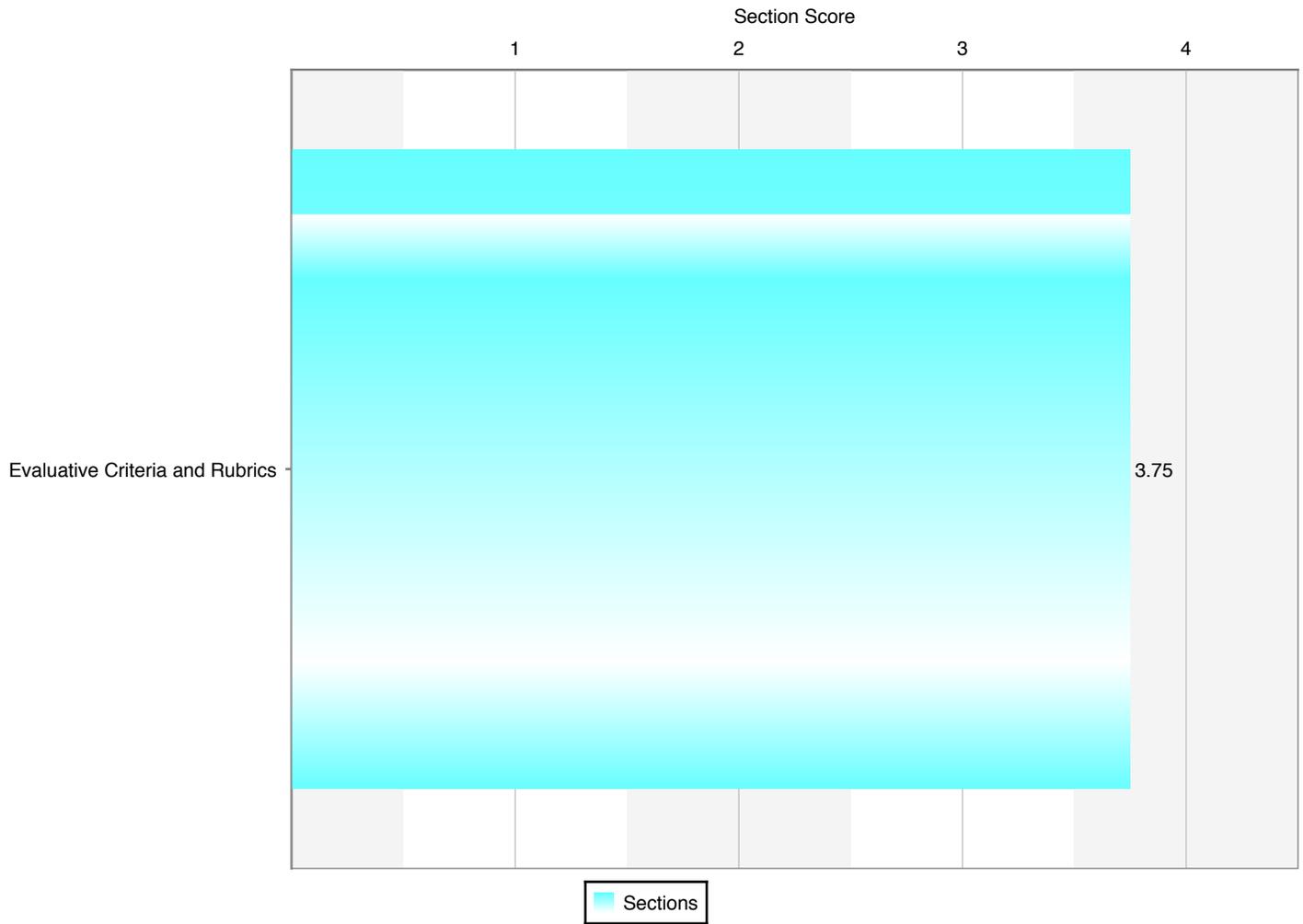
The special education subgroup has an achievement gap between all the student groups.

Which of the above reported findings are consistent with findings from other data sources?

School and classroom data confirm that the special education subgroup shows an achievement gap between other student groups.

Report Summary

Scores By Section



2018-2019 ACIP Assurances

Introduction

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the required ACIP Assurances.

ACIP Assurances

Label	Assurance	Response	Comment	Attachment
1.	The Instructional Leadership Team members that should be present include the principal, guidance counselor, district school improvement specialist (or other designee), appropriate content-area teachers, parent representatives, and student representatives (as appropriate). Depending on the data, additional members may include special population representatives (Technology Coordinator, Special Education, EL, etc.), district federal programs coordinator, district chief school financial officer, community stakeholders, or any other member as appropriate. Documentation will be maintained on site.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education.	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	No	Federal Programs Director	

Label	Assurance	Response	Comment	Attachment
4.	The institution has a Parent and Family Engagement policy and plan as required in ESSA Section 1116, and ensures that all requirements in Section 1116 and 1112(e)(1)(A)(i)-(ii), Parents' Right-to-Know, are implemented systematically.	Yes		District Level Title I Compact

Label	Assurance	Response	Comment	Attachment
5.	The institution has a School-Parent Compact. If a Title I school, the School-Parent Compact contains the required components (ESSA Section 1116 (d) and was jointly developed with parents of participating students.	Yes	See attachment	HES School Compact

Goals for HES 2017-2018

Overview

Plan Name

Goals for HES 2017-2018

Plan Description

Goals to improve parent and family engagement and school culture while increasing student learning through professional development and instruction.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	Parent and Family Engagement	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$15822
2	Culture	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	Professional Development	Objectives: 1 Strategies: 3 Activities: 4	Organizational	\$0
4	Instruction	Objectives: 2 Strategies: 2 Activities: 6	Organizational	\$478689

Goal 1: Parent and Family Engagement

Measurable Objective 1:

collaborate to provide opportunities for parents to become aware of school procedures and services and to become involved and have input in their child's education by 05/18/2018 as measured by data analysis, transparent communication and civic services.

Strategy 1:

Data Analysis - Surveys, Title I parent involvement meetings and parent nights such as open house and data day.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data, Paul Bambrick-Santoyo

Activity - Title 1 Survey & Meetings	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Annual survey/parent involvement meetings to provide information to parents and obtain input to help improve parent involvement program.	Parent Involvement	08/10/2017	05/25/2018	\$15822	Title I Schoolwide	All stakeholders

Strategy 2:

Transparent Communication - Parent/Teacher Conference, Call outs/ Facebook/Twitter, Parent Nights (open house, data day, etc), Classroom and school Newsletters, notebooks or e-mails, iNOW parent portal, and Title Compact

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data - Paul Bambrick-Santoyo

Activity - Newsletter	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom and school wide newsletters posted to parents informing them of important dates (parent/teacher conference), events (open house, data day), activities (fall festival, awards day) and more.	Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	All Stakeholders

Activity - Contact through Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Parents receive information regarding their students' education through iNow parent portal, call-outs, Facebook, Twitter, E-mails, Remind 101 and Class Dojo.	Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	All Stakeholders

Strategy 3:

Civic Services - HES partners with UNA and community organizations to enhance educational experiences.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo

ACIP

Sam C. Harlan Elementary School

Activity - Partnerships	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Partnership with UNA and community organizations.	Community Engagement	08/10/2017	05/25/2018	\$0	No Funding Required	All Stakeholders

Goal 2: Culture

Measurable Objective 1:

collaborate to involve parents, students, faculty and the community in establishing a culture for our district mission: "Your System, Our Community, One Florence" by 05/25/2018 as measured by shared vision, culture of data and positive behavior intervention support (PBIS).

Strategy 1:

Shared Vision - Communicating the shared vision with parents, faculty, students or guardians as well as community organizations and partners.

Category: Develop/Implement Student and School Culture Program

Research Cited: Driven by Data Paul Bambrick-Santoyo

Activity - Communicating Shared Vision	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Communicating the shared vision with parents, faculty, students or guardians as well as organizations and partners.	Community Engagement, Parent Involvement	08/10/2017	05/25/2018	\$0	No Funding Required	All Stakeholders

Goal 3: Professional Development

Measurable Objective 1:

collaborate to prepare, develop and support teachers to ensure high-quality instruction is provided daily by 05/25/2018 as measured by prepared teachers, staff development, and data analysis.

Strategy 1:

Prepared Teachers - School is implementing the following programs and plans: New Teacher Training, Mentoring Program, Academic Leaders, Coaching with IP and Coaching with Reading Coach

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Driven by Data by Paul Bambrick-Santoyo

ACIP

Sam C. Harlan Elementary School

Activity - Programs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
New Teacher Training, Mentoring Program and Academic Leaders are in place.	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Central Office Staff, Instructional Partner, Reading Coach and Academic Leaders
Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Instructional partner and reading coach facilitate professional development and provide coaching to meet the needs of each individual teacher.	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Reading Coach and Instructional Partner

Strategy 2:

Staff Development - All staff will participate in and collaborate at Falcon Learning Conversation Network (FLCN), PD Days, Weekly Common Planning Meetings, Monthly Faculty Meetings and Educator Effectiveness Evaluation System.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
FLCN, PD Days, Common Planning Meetings, Faculty Meetings, Educator Effectiveness	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Central Office Staff, Administrator s, Instructional Partner, Reading Coach, Academic Leaders, Teachers

Strategy 3:

Data Analysis - Continues data analysis during data days, common planning meetings and individual conferences with administrator.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement
Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Analysis of Data	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Data days, common planning meetings and individual conferences with administrators	Professional Learning	08/10/2017	05/25/2018	\$0	No Funding Required	Central Office Staff, Administrator s, Instructional Partner, Reading Coach, Academic Leaders

Goal 4: Instruction

Measurable Objective 1:

collaborate to increase student learning and proficiency in reading by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy 1:

Coaching & Reading Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with ARI modules and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo, National Reading Panel (ARI modules)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided daily by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$478689	Title I Schoolwide	All Classroom and Title I Personnel
Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Instructional Partner, Reading Coach and Administrator s
Activity - Professional Development on ARI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

ACIP

Sam C. Harlan Elementary School

System-wide professional development on ARI modules with follow up in weekly grade level meetings and through classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Instructional Partner, Reading Coach, Administrators and Central Office Staff
---	--------------------------	------------	------------	-----	---------------------	---

Measurable Objective 2:

collaborate to increase student learning and proficiency in math by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy 1:

Coaching & Math Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with Alabama state standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Data by Driven by Paul Bambrick-Santoyo

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	All classroom and Title I Personnel

Activity - Coaching	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Instructional Partner, AMSTI partners and Administrators

Activity - Professional Development & Partnership with AMSTI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School-wide professional development on math strategies with follow up in weekly grade level meetings and classroom coaching. AMSTI partners provide resources and in classroom instructional support.	Academic Support Program	08/10/2017	05/25/2018	\$0	No Funding Required	Administrators, Instructional Partner, AMSTI partners

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development on ARI	System-wide professional development on ARI modules with follow up in weekly grade level meetings and through classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	Instructional Partner, Reading Coach, Administrators and Central Office Staff
Contact through Technology	Parents receive information regarding their students' education through iNow parent portal, call-outs, Facebook, Twitter, E-mails, Remind 101 and Class Dojo.	Parent Involvement	08/10/2017	05/25/2018	\$0	All Stakeholders
Coaching	Instructional partner and reading coach facilitate professional development and provide coaching to meet the needs of each individual teacher.	Professional Learning	08/10/2017	05/25/2018	\$0	Reading Coach and Instructional Partner
Newsletter	Classroom and school wide newsletters posted to parents informing them of important dates (parent/teacher conference), events (open house, data day), activities (fall festival, awards day) and more.	Parent Involvement	08/10/2017	05/25/2018	\$0	All Stakeholders
Professional Development	FLCN, PD Days, Common Planning Meetings, Faculty Meetings, Educator Effectiveness	Professional Learning	08/10/2017	05/25/2018	\$0	Central Office Staff, Administrator, Instructional Partner, Reading Coach, Academic Leaders, Teachers
Communicating Shared Vision	Communicating the shared vision with parents, faculty, students or guardians as well as organizations and partners.	Community Engagement, Parent Involvement	08/10/2017	05/25/2018	\$0	All Stakeholders

ACIP

Sam C. Harlan Elementary School

Programs	New Teacher Training, Mentoring Program and Academic Leaders are in place.	Professional Learning	08/10/2017	05/25/2018	\$0	Central Office Staff, Instructional Partner, Reading Coach and Academic Leaders
Professional Development & Partnership with AMSTI	School-wide professional development on math strategies with follow up in weekly grade level meetings and classroom coaching. AMSTI partners provide resources and in classroom instructional support.	Academic Support Program	08/10/2017	05/25/2018	\$0	Administrators, Instructional Partner, AMSTI partners
Coaching	Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	Instructional Partner, AMSTI partners and Administrator
Analysis of Data	Data days, common planning meetings and individual conferences with administrators	Professional Learning	08/10/2017	05/25/2018	\$0	Central Office Staff, Administrator
Partnerships	Partnership with UNA and community organizations.	Community Engagement	08/10/2017	05/25/2018	\$0	All Stakeholders
Tiers of Instruction	Tier I and Tier II, whole and small group instruction is provided by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$0	All classroom and Title I Personnel
Coaching	Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0	Instructional Partner, Reading Coach and Administrator
Total					\$0	

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

ACIP

Sam C. Harlan Elementary School

Tiers of Instruction	Tier I and Tier II, whole and small group instruction is provided daily by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$478689	All Classroom and Title I Personnel
Title 1 Survey & Meetings	Annual survey/parent involvement meetings to provide information to parents and obtain input to help improve parent involvement program.	Parent Involvement	08/10/2017	05/25/2018	\$15822	All stakeholders
Total					\$494511	

Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes	All Stakeholder Feedback was completed during Florence City Schools District Accreditation. A file of all reports from the stakeholder feedback is attached. Areas of Notable Achievement and Areas in Need of Improvement are drawn from the Stakeholder Feedback data.	Harlan Parent Survey Results

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

The area with the highest overall level of satisfaction was Standard 1 - Purpose and Direction. This standard has a 4.54 rating by parents.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

Standard 5 - Using Results for Continuous Improvement shows a trend toward being an area of high satisfaction with a 4.49 level of satisfaction.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

Standard 1, Purpose and Direction, show a ranking that is consistent with other stakeholder results with a high ranking of 4.54.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 2 - Governance and Leadership is the standard with the overall lowest level of satisfaction. The satisfaction level is 4.33.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

Standard 3 - Teaching and Assessing for Learning shows a declining level of satisfaction with an overall satisfaction level of 4.36.

What are the implications for these stakeholder perceptions?

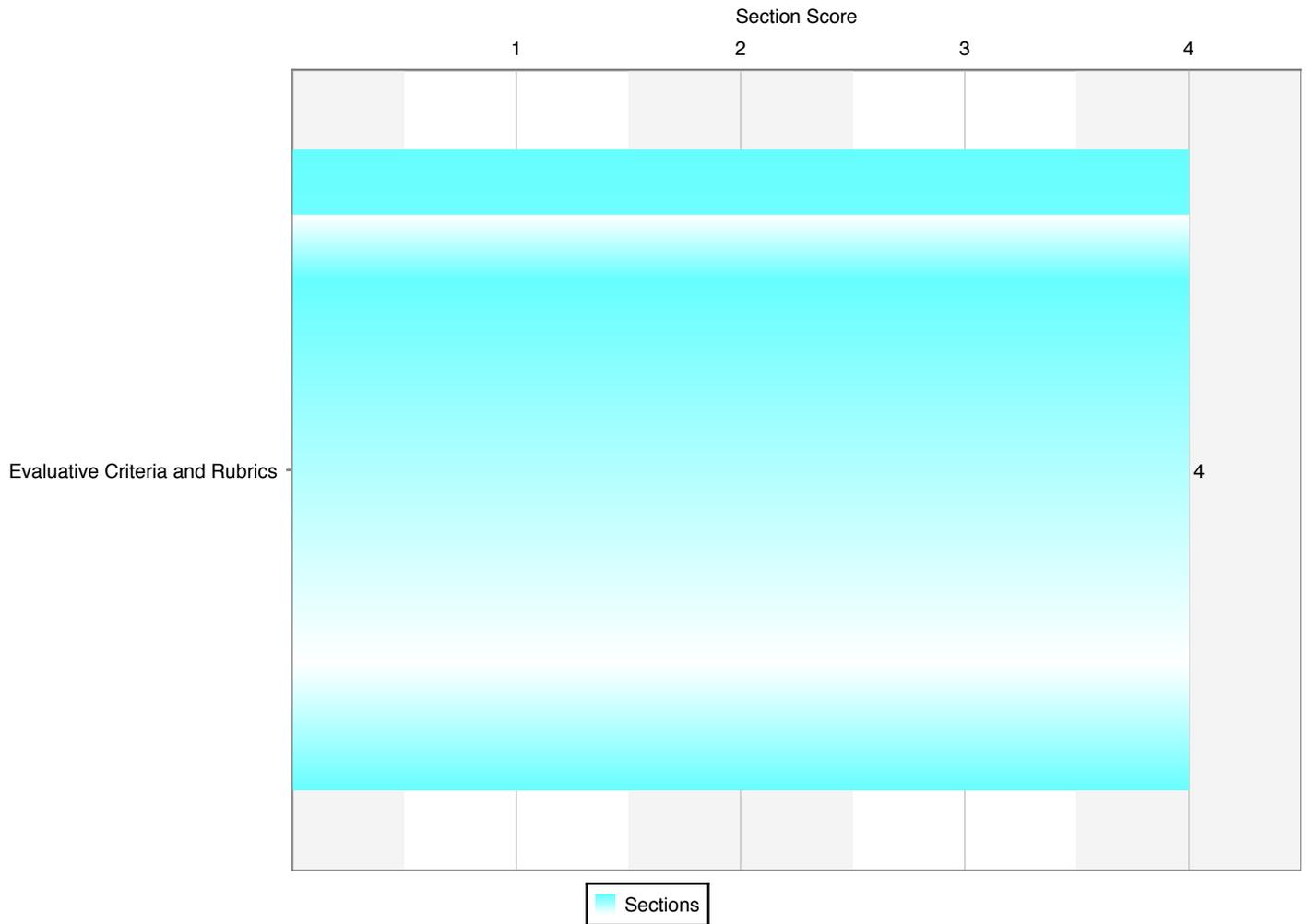
Harlan should focus on the area of shared leadership to develop more confidence among stakeholders in the governance and leadership of the school.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The area of Governance and Leadership is an area where all stakeholders see a need for focus and improvement.

Report Summary

Scores By Section



2018-2019 Title I Schoolwide Diagnostic

Introduction

This diagnostic tool is aligned to the requirements for Title I Schoolwide School as described in section 1114, Every Student Succeeds Act (ESSA). The comprehensive needs assessment (CNA) requirement is met by completing a School Process Profile and Summary Report. The comprehensive needs assessment must be completed prior to creating a new plan or annually updating an existing school improvement plan. Use the results of the comprehensive needs assessment to develop Goals/Objectives/Strategies and Activities. Ensure that the Gap Statements and Causes for Gaps included in the Goals information address all four measures of data: student achievement data, school programs/process data, perceptions data (must include teachers and parents; student data is encouraged), and demographic data. The Comprehensive Needs Assessment must also take into account the needs of migratory children as defined in Title I, Part C, Section 1309(2).

Component 1: Comprehensive Needs Assessment (Sec.1114(b)(6))

How was the comprehensive needs assessment conducted?

Members of the leadership team, along with additional faculty, staff and community representatives, met on August 3, 2017 to discuss the Florence City Schools Instructional Roadmap to Success and to analyze data from summative and formative tests. Some of the data examined included iNow, DIBELS, Global Scholars, reading unit and benchmark assessments, math topic and benchmark assessments, and classroom tests. The leadership team includes a variety of school representatives as well as parents and a representative from the community. Throughout the year, many periodic reviews occur to determine if we are meeting our goals. A few examples include grade level meetings, data meetings, faculty meetings, and professional development sessions focused on data-based decision making. The ultimate goal of the comprehensive needs assessment is to determine areas of strength and areas for focus in the Continuous Improvement Plan.

What were the results of the comprehensive needs assessment?

All of the data was collected and put into the ACIP DATA spreadsheet.

What conclusions were drawn from the results?

We concluded that explicit and intentional small group instruction is needed on a daily basis to improve the level of reading proficiency, especially in the fourth grade. Furthermore, professional development in ARI modules and strategies is needed for all staff.

What information was concluded as a result of analyzing perception, student achievement, school programs/process, and demographic data?

We concluded that explicit and intentional tiers of instruction must be in place daily to see achievement. Furthermore, professional development in ARI modules and math strategies are needed for all staff.

How are the school goals connected to priority needs and the needs assessment?

As said before, we know explicit and intentional tiers of instruction must be in place daily to see achievement. Our goals in reading and math are aligned to ensure teachers are provided with the resources, tools and information to enhance instruction. Our goals in culture and parental involvement are aligned to support student success.

How do the goals portray a clear and detailed analysis of multiple types of data?

Our goals focus on using and analyzing both reading and math Performance Series data. DIBELS and Corrective Reading are always pieces
SY 2017-2018

of data used to better understand reading.

How do the goals address the needs of the whole school population and special recognition to children who are disadvantaged?

We know explicit and intentional tiers of instruction must be in place daily to see achievement for all students. Our goals in reading and math are aligned to ensure teachers are provided with the resources, tools and information to enhance instruction. This information includes working with special recognition groups.

Component 2: Schoolwide Reform Strategies (Sec. 1114(7)(A)(i)(ii)(iii)(I)(II)(III))

Identify the strategies in the schoolwide plan that provide opportunities for all children, including each of the subgroups of students (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English Learners) as defined in section 1111(c)(2) to meet the challenging State academic standards.

Goal 1:

Instruction

Measurable Objective 1:

collaborate to increase student learning and proficiency in math by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Math Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with Alabama state standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Data by Driven by Paul Bambrick-Santoyo

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	All classroom and Title I Personnel

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, AMSTI partners and Administrators

Activity - Professional Development & Partnership with AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide professional development on math strategies with follow up in weekly grade level meetings and classroom coaching. AMSTI partners provide resources and in classroom instructional support.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, Instructional Partner, AMSTI partners

Measurable Objective 2:

collaborate to increase student learning and proficiency in reading by 10% by providing high-quality, standards-based instruction that meets

ACIP

Sam C. Harlan Elementary School

the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Reading Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with ARI modules and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo, National Reading Panel (ARI modules)

Activity - Professional Development on ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System-wide professional development on ARI modules with follow up in weekly grade level meetings and through classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach, Administrators and Central Office Staff

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided daily by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$478689 - Title I Schoolwide	All Classroom and Title I Personnel

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach and Administrators

Identify the instructional strategies and methods used that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Goal 1:

Professional Development

Measurable Objective 1:

collaborate to prepare, develop and support teachers to ensure high-quality instruction is provided daily by 05/25/2018 as measured by prepared teachers, staff development, and data analysis.

Strategy1:

Staff Development - All staff will participate in and collaborate at Falcon Learning Conversation Network (FLCN), PD Days, Weekly Common SY 2017-2018

ACIP

Sam C. Harlan Elementary School

Planning Meetings, Monthly Faculty Meetings and Educator Effectiveness Evaluation System.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Professional Development	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
FLCN, PD Days, Common Planning Meetings, Faculty Meetings, Educator Effectiveness	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Central Office Staff, Administrators, Instructional Partner, Reading Coach, Academic Leaders, Teachers

Strategy2:

Data Analysis - Continues data analysis during data days, common planning meetings and individual conferences with administrator.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Analysis of Data	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Data days, common planning meetings and individual conferences with administrators	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Central Office Staff, Administrators, Instructional Partner, Reading Coach, Academic Leaders

Strategy3:

Prepared Teachers - School is implementing the following programs and plans: New Teacher Training, Mentoring Program, Academic Leaders, Coaching with IP and Coaching with Reading Coach

Category: Develop/Implement Teacher Effectiveness Plan

Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Instructional partner and reading coach facilitate professional development and provide coaching to meet the needs of each individual teacher.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Reading Coach and Instructional Partner

Activity - Programs	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
New Teacher Training, Mentoring Program and Academic Leaders are in place.	Professional Learning	08/10/2017	05/25/2018	\$0 - No Funding Required	Central Office Staff, Instructional Partner, Reading Coach and Academic Leaders

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include-

•counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas

•preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools

•implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Goal 1:

Instruction

Measurable Objective 1:

collaborate to increase student learning and proficiency in reading by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Reading Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with ARI modules and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo, National Reading Panel (ARI modules)

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided daily by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$478689 - Title I Schoolwide	All Classroom and Title I Personnel

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach and Administrators

ACIP

Sam C. Harlan Elementary School

Activity - Professional Development on ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System-wide professional development on ARI modules with follow up in weekly grade level meetings and through classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach, Administrators and Central Office Staff

Measurable Objective 2:

collaborate to increase student learning and proficiency in math by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Math Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with Alabama state standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Data by Driven by Paul Bambrick-Santoyo

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	All classroom and Title I Personnel

Activity - Professional Development & Partnership with AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide professional development on math strategies with follow up in weekly grade level meetings and classroom coaching. AMSTI partners provide resources and in classroom instructional support.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, Instructional Partner, AMSTI partners

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, AMSTI partners and Administrators

English Language Proficiency Goal (Should address identified weaknesses and gaps):**Goal 1:**

Instruction

Measurable Objective 1:

ACIP

Sam C. Harlan Elementary School

collaborate to increase student learning and proficiency in reading by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Reading Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with ARI modules and strategies.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo, National Reading Panel (ARI modules)

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach and Administrators

Activity - Professional Development on ARI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
System-wide professional development on ARI modules with follow up in weekly grade level meetings and through classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, Reading Coach, Administrators and Central Office Staff

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided daily by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$478689 - Title I Schoolwide	All Classroom and Title I Personnel

Measurable Objective 2:

collaborate to increase student learning and proficiency in math by 10% by providing high-quality, standards-based instruction that meets the needs of each individual child by 05/25/2018 as measured by Global Scholars Performance Series.

Strategy1:

Coaching & Math Instruction - Teachers will be provided resources, professional development and individual coaching support that aligns with Alabama state standards.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Data by Driven by Paul Bambrick-Santoyo

ACIP

Sam C. Harlan Elementary School

Activity - Professional Development & Partnership with AMSTI	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
School-wide professional development on math strategies with follow up in weekly grade level meetings and classroom coaching. AMSTI partners provide resources and in classroom instructional support.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Administrators, Instructional Partner, AMSTI partners

Activity - Coaching	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Coaching is provided to all teachers through weekly common planning meetings and in classroom coaching.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	Instructional Partner, AMSTI partners and Administrators

Activity - Tiers of Instruction	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Tier I and Tier II, whole and small group instruction is provided by the highly qualified classroom teacher and Tier III small group instruction is provided daily by Title I personnel.	Academic Support Program	08/10/2017	05/25/2018	\$0 - No Funding Required	All classroom and Title I Personnel

Describe how the school provides individual student academic achievement results and interpretation of the results to parents of English Learners in a language they can understand.

DIBELS and Global Scholars Performance Series parent reports are ran in both English and Spanish for each of our ELL parents.

Component 3: Instruction by Qualified Staff (Sec.1112(c)(6))

Label	Assurance	Response	Comment	Attachment
1.	Do all of the instructional paraprofessionals meet the state requirements? If no, what is the number that has not met state requirements and what is being done to address this?	Yes		

Label	Assurance	Response	Comment	Attachment
2.	Do all of the teachers meet the state requirements and licensing criteria for the grade levels and subject areas in which the teachers provide instruction? If no, what is the number that has not met state requirements and licensing criteria, and what is being done to address this?	Yes		

Describe how staffing decision ensure that highly qualified, well trained teachers provide instruction and how their assignments most effectively address identified academic needs.

Staffing decisions begin with a review of applicants from the Teach in Alabama website. Well-trained and experienced applicants are also given consideration in the interview process. All staffing decisions are determined as per Florence City School policy which requires an interview committee. Committee input determines the most appropriate and effective applicants for vacant positions. In addition, teachers are assigned based upon specific areas of expertise as they relate to identified academic needs. Once assignments are made for vacant positions, new employees are immediately assimilated into the Harlan instructional program via training in all core programs by grade level teachers and grade level mentors.

Component 4: Strategies to Attract Qualified Teachers (Sec. 1114(7)(A)(iii)(IV))

What is the school's teacher turnover rate for this school year?

Harlan currently has a total of 41 certified staff members. At the end of the 2016-2017 school year, one certified teacher retired, three certified teachers left, and seven certified staff members were reassigned positions at Harlan,

What is the experience level of key teaching and learning personnel?

Harlan's staff includes 19 teachers with a Bachelor of Science degree, 22 with a Master of Science degree or higher and four National Board certified teachers.

If there is a high turnover rate, list initiatives the school or school district has implemented to attempt to lower the turnover rate (recruitment and retention strategies).

Harlan benefits from district initiatives to attract and regain highly qualified teachers which include a teacher mentoring program, a salary schedule above the state salary matrix, progressive technology in schools, progressive professional development with funding from local funds, and opportunities for advanced degrees via partnership with the University of North Alabama.

Component 5: High Quality and Ongoing Professional Development (Sec. 1114(7)(A)(iii)(IV))**Describe how data is used from academic assessments to determine professional development.**

When assessing data, it was determined ongoing professional development was needed in reading and math. Nine system-wide Data/PD days provide time to plan research-based strategies related to student data to provide daily, explicit instruction and intervention for both reading and math.

Identify the professional development opportunities for teachers, principals, paraprofessionals, and other school personnel to improve instruction.

Nine system-wide Data/PD days provide time to plan research-based strategies related to student data to provide daily, explicit instruction and intervention. This professional development includes schedules sessions with Eric Thomas (Falcon Learning Conversations Network) regarding meeting students needs. In addition, the school-wide professional development focus includes effective use of Global Scholars and DIBELS data to individualize instruction. Teachers are also learning strategies to help students set and reach individual goals through use of student data notebooks. Administrators, staff and faculty participate in Data/PD days. Two days include scheduled times for parent conferences.

Identify the teacher mentoring activities included in the schoolwide plan. For example, new or inexperienced teachers are given support from an assigned master teacher.

New teachers participate in professional learning with experienced teachers. The school instructional partner and reading coach provide support. Also, new teachers are provided support from their grade-level academic leader. Academic leaders are teachers who have several years of experience and who are able to mentor inexperienced teachers throughout the year on a weekly basis.

Describe how all professional development is "sustained and ongoing."

Many strategies are employed to identify professional development needs at Harlan. The school faculty plays a role in identifying professional development needs and the school administrator works with district level administrators to ensure that all professional development is aligned with the Florence City Instructional Roadmap. Professional development opportunities are designed to maximize time and expenditures. All professional development must be high-quality and classroom-focused in order to have a lasting impact on the classroom instruction and teacher's performance in the classroom. It is recommended that workshops not be one-day, short-term sessions but be sustaining and on-going when possible. Funding from the central office is provided to each school, regardless of whether the state allocates funds or not, to focus on the professional growth of teachers which will impact student achievement. There are five district-level professional development days and four school-level data days in the school calendar to allow professional development to be ongoing and embedded.

Component 6: Transition Strategies (Sec.1114(7)(A)(iii)(V))

Identify the strategies in the schoolwide plan that support and assist students in transitioning from one grade level to the next. For example, preschool preparation for Kindergarten and/or eighth grade transition to high school and/or high school to college/work force.

Goal 1:

Parent and Family Engagement

Measurable Objective 1:

collaborate to provide opportunities for parents to become aware of school procedures and services and to become involved and have input in their child's education by 05/18/2018 as measured by data analysis, transparent communication and civic services.

Strategy1:

Civic Services - HES partners with UNA and community organizations to enhance educational experiences.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data by Paul Bambrick-Santoyo

Activity - Partnerships	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Partnership with UNA and community organizations.	Community Engagement	08/10/2017	05/25/2018	\$0 - No Funding Required	All Stakeholders

Strategy2:

Data Analysis - Surveys, Title I parent involvement meetings and parent nights such as open house and data day.

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data, Paul Bambrick-Santoyo

Activity - Title 1 Survey & Meetings	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Annual survey/parent involvement meetings to provide information to parents and obtain input to help improve parent involvement program.	Parent Involvement	08/10/2017	05/25/2018	\$15822 - Title I Schoolwide	All stakeholders

Strategy3:

Transparent Communication - Parent/Teacher Conference, Call outs/ Facebook/Twitter, Parent Nights (open house, data day, etc),

Classroom and school Newsletters, notebooks or e-mails, iNOW parent portal, and Title Compact

Category: Develop/Implement Research Based Best Practices for Continuous Improvement

Research Cited: Driven by Data - Paul Bambrick-Santoyo

ACIPSam C. Harlan Elementary School

Activity - Newsletter	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Classroom and school wide newsletters posted to parents informing them of important dates (parent/teacher conference), events (open house, data day), activities (fall festival, awards day) and more.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	All Stakeholders

Activity - Contact through Technology	Activity Type	Begin Date	End Date	Funding Amount & Source	Staff Responsible
Parents receive information regarding their students' education through iNow parent portal, call-outs, Facebook, Twitter, E-mails, Remind 101 and Class Dojo.	Parent Involvement	08/10/2017	05/25/2018	\$0 - No Funding Required	All Stakeholders

Component 7: Teacher Participation in Making Assessment Decisions (Sec.1114(b)(2))**What measures are in place to include teachers in decisions regarding the use of results of statewide academic assessments?**

Teachers collaborate during weekly grade level meetings as well as Problem Solving Team meetings and data meetings with the principal, assistant principal and instructional partner. Grade level academic leaders convey the assessment concerns and needs within their grade level to the principal, assistant principal and instructional partner. Electronic communications have simplified the collaboration process among teachers. Continuous monitoring of formative and summative assessment data allows teachers to adjust instructional practices. In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources, including, but not limited to, Global Scholars, DIBELS Next, McGraw-Hill weekly reading tests, reading benchmark tests, item analysis from district benchmarks, and enVisions math topic and benchmark tests. Collaboration is also conducted during grade level data meetings and one-on-one data meetings with the principal, assistant principal, and instructional partner. Data from Global Scholars will be our new measure of accountability.

Component 8: Timely and Additional Assistance to Students Having Difficulty Mastering the Standards (Sec.1114 (7)(A))

What is the process to identify students who experience difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Initial identification is determined through the results of the previous year's Global Scholars and benchmark tests for math and reading. DIBELS Next results are used in kindergarten through second grade to identify students who are performing well below benchmark level in early literacy skills. Additional identification is made through the Global Scholars program which is a diagnostic test for core instructional areas given to students in second through fourth grades three times a year to determine standards mastered. It provides information about student growth and learning gaps. The program provides teachers with suggested learning objectives for students scoring in the lower quartile range for their grade level. In addition, Global Scholars provides formative assessments for differentiated instruction for individual student and small groups.

How is timely, effective, additional assistance provided to students who are experiencing difficulty mastering the State's academic achievement assessment standards at an advanced or proficient level?

Classroom teachers provide Tier II instruction within the classroom. Resource teachers and assistants, such as Title I, Special Education, and EL, provide additional Tier II and Tier III instruction increasing the intensity of instruction and individual delivery for students who have not met skill mastery. Technology programs are used to provide differentiated instruction to students at their independent learning level. These programs include IXL reading and math, SuccessMaker, Brain Child, and My Reading Coach. Several community resources provide valuable assistance to the students. The system's HOPE program furnishes tutors to homeless students who require academic support. Legislative grants supply funding for a part-time tutor who provides small group Tier II and Tier III instruction. The Foster Grandparent program provides funding to lower income older adults to offer additional assistance to students with academic needs. The University of North Alabama and Athens State University provide students to participate in clinical experiences in classrooms.

Describe how the school provides opportunities for the most academically needy students to receive support and reinforcement of academic skills BEYOND THE REGULAR SCHOOL DAY.

Online resources such as compass, iXL, and Learning.com are available on Florence City Schools website for all students at all times.

Describe procedures used to address challenges for each group of Migrant, English Language Learners, Economically Disadvantaged, Special Education, Neglected and/or Delinquent, and Homeless Students.

Homeless students are offered services through the HOPE (Helping Others Providing Essentials) program. Services provided include free breakfast and lunch, tutoring by students from the University of North Alabama and funds to attend field trips. English-language learners are

offered additional support through interpreters as well as instruction from a certified EL facilitator. All Florence City documents are offered in Spanish. Each grade level at Harlan has a teacher trained in SIOP strategies. Special Education students are identified through the RTI process. After identification, special education teachers provide additional support and instruction based on student needs. Neglected/delinquent/economically disadvantaged students are monitored by all staff members to insure sufficient supports are in place for academic progress as well as social. Thanksgiving food baskets are given to these students and their families. Students receive school supplies periodically as the need arises. At this point there are no migrant students at Harlan.

Special Populations as listed in the Carl D. Perkins Career and Technical Education Act of 2006 - Describe procedures used to address challenges for each group of individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for non-traditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.

N/A

**Component 9: Coordination and Integration of Federal, State and Local Programs and Resources
(Sec.1114(b)(V))**

List the State, Federal and local programs that are consolidated/coordinated in the schoolwide program and describe how all programs and resources are coordinated and integrated toward the achievement of the schoolwide goals.

State of Alabama School Foundation Program funds are allocated based upon student enrollment. All Foundation-allocated units are located at the school. Title I funds are used to pay for teachers and instructional assistants to supplement the regular academic program. Title II funds are used to provide professional development for the faculty staff of the school as well as to provide Class Size Reduction (CRS) as needed. Title III funds contribute to the school having access to an EL teacher/facilitator. Homeless funds are used to provide a systemwide homeless liaison. General funds from the district level contribute to the overall instructional program at the school.

How does the school coordinate and integrate the following Federal, State and local services in a manner applicable to the grade level to support achievement of the schoolwide goals: violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)?

The school coordinates and integrates funds from the Child Nutrition Program to provide breakfast and lunch daily to students. Students are provided an opportunity to apply for free/reduced priced lunches and applications are processed at the central office to determine eligibility. While no funds are received for violence prevention, efforts at the school-level focus on maintaining healthy and safe environments. All other funding sources mentioned above are not applicable.

Component 10: Evaluation (Sec.1114(b)(3)):**How does the school evaluate the implementation of the schoolwide program?**

Harlan conducts an annual evaluation of initiatives with the involvement of parents to determine the effectiveness of the parental involvement policy and schoolwide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary. Evaluations of the CIP are systematic, ongoing and timely. Parents are involved in the development and evaluation of the plan.

How does the school evaluate the results achieved by the schoolwide program using data from the State's annual assessments and other indicators of academic achievement?

In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources, including Global Scholars, DIBELS Next, benchmark assessments and STAR tests. The School Improvement Plan was developed to reflect student needs as revealed on the assessments.

How does the school determine whether the schoolwide program has been effective in increasing the achievement of students who are furthest from achieving the standards?

In order to provide appropriate differentiated instruction for all students, data is analyzed from multiple sources, including Global Scholars, DIBELS Next, benchmark assessments and STAR tests. The School Improvement Plan was developed to reflect student needs as revealed on the assessments. In reviewing any assessment results, the Instructional Leadership Team looks for gains in student achievement by subgroups of students.

What process is followed by the school to revise the plan as necessary, based on the evaluation, to ensure continuous improvement of students in the schoolwide program?

Evaluations of the CIP are systematic, ongoing and timely. Harlan conducts an annual evaluation of initiatives with the involvement of parents to determine the effectiveness of the parental involvement policy and schoolwide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the parent advisory committee. This information will be reviewed annually and used to make revisions to the school plan as necessary. Parents are involved in the development and evaluation of the plan.

2018-2019 Coordination of Resources - Comprehensive Budget

Introduction

List all federal, state, and local monies that the school uses to run its program.

FTE Teacher Units

Label	Question	Value
1.	Provide the number of Teachers assigned units.	29.43

Provide the number of classroom teachers.

30.00

Label	Question	Value
3.	Provide the total of all salaries for the FTE Teacher Units.	1896635.0

Total

1,896,635.00

Administrator Units

Label	Question	Value
1.	Provide the number of Administrator assigned units.	1.0

Provide the number of administrators.

1

Label	Question	Value
3.	Provide the total of all salaries for the FTE administrator units.	119138.0

Total

119,138.00

Assistant Principal

Label	Question	Value
1.	Provide the number of Assistant Principal assigned units.	0.0

Provide the number of Assistant Principals.

1.0

Label	Question	Value
3.	Provide the total of all salaries for the Assistant Principal.	97779.0

Total

97,779.00

Counselor

Label	Question	Value
1.	Provide the number of Counselor assigned units.	1.0

Provide the number of Counselors.

1

Label	Question	Value
3.	Provide the total of all salaries for the Counselor.	83758.0

Total

83,758.00

Librarian

Label	Question	Value
1.	Provide the number of Librarian assigned units.	1.0

Provide the number of Librarians.

1

Label	Question	Value
3.	Provide the total of all salaries for the Librarian.	74689.0

Total

74,689.00

Career and Technical Education Administrator

Label	Question	Value
1.	Provide the number of Career and Technical Education Administrator assigned units.	0.0

Provide the number of Career and Technical Education Administrators.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Administrator.	0.0

Total

0.00

Career and Technical Education Counselor

Label	Question	Value
1.	Provide the number of Career and Technical Education Counselor assigned units.	0.0

Provide the number of Career and Technical Education Counselors.

0

Label	Question	Value
3.	Provide the total of all salaries for the Career and Technical Education Counselor.	0.0

Total

0.00

Technology

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Technology.	6754.0

Total

6,754.00

Professional Development

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Professional Development.	2476.0

Total

2,476.00

EL Teachers

Label	Question	Value
1.	Provide the number of EL Teachers in FTEs.	0.0

Provide the number of EL Teachers.

0

Label	Question	Value
3.	Provide the total of all funding for EL Teachers.	0.0

Total

0.00

Instructional Supplies

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Instructional Supplies.	13459.0

Total

13,459.00

Library Enhancement

Label	Question	Value
1.	Not applicable, please place a value of 0 in the box.	0.0

Not applicable, please place a value of 0 in the box.

0

Label	Question	Value
3.	Provide the total of all funding for Library Enhancement.	972.0

Total

972.00

Title I

Label	Question	Value
1.	Improving the Academic Achievement of the Disadvantaged Provide the total.	494511.75

Provide a brief explanation and breakdown of expenses.

Funds to support supplemental resource teachers and paraprofessionals. This supplemental staff facilitate remediation and gap closure for reading and math, for students who show a deficit in reaching academic proficiency.

Title II

Label	Question	Value
1.	Professional Development Activities. Provide the total.	28658.0

Provide a brief explanation and a breakdown of expenses.

Title II Staff Development funds are held at the district level for district-wide initiatives.

Title III

Label	Question	Value
1.	For English Learners. Provide the total.	5446.0

Provide a brief explanation and a breakdown of expenses.

Title III funds are used to support district wide EL staff members, software for English Learners, and staff development. All funds are held at the district level.

Title IV

Label	Question	Value
1.	21st Century Schools. Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

N/A School district does not receive any 21CCLC funding.

Title V

Label	Question	Value
1.	For Rural and Low-income Schools Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

FCS does not receive rural and low-income schools funding.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at district level, available to school based on needs.

Career and Technical Education-Perkins IV

Label	Question	Value
1.	Basic Grant (Title I) Provide total.	75655.0

Provide a brief explanation and breakdown of expenses.

Funds housed at district level, available to school based on needs.

Label	Question	Value
1.	Tech Prep (Title II) Provide the total.	0.0

Provide a brief explanation and breakdown of expenses.

N/A

Other

Label	Question	Value
1.	21st Century, Learn and Serve, Even Start, School Improvement Grant Provide the total.	0.0

Provide a brief explanation and a breakdown of expenses.

Florence City Schools did not receive a school improvement grant for FY18.

Local Funds

Label	Question	Value
1.	Provide the total	0.0

Provide a brief explanation and breakdown of expenses.

N/A

2018-2019 Parent and Family Engagement

Introduction

All Title I Schoolwide and Targeted Assistance Schools must complete the following diagnostics: the Stakeholder Feedback Diagnostic, the Parent and Family Engagement Diagnostic, the Coordination of Resource/Comprehensive Budget Diagnostic, and EITHER the Title I Targeted Assistance Diagnostic OR the Title I Schoolwide Diagnostic. Parent Survey must be done annually, but it can be done electronically or by paper.

Parent and Family Engagement

Describe how the school will convene an annual meeting to inform parents of the school's participation in Title I and explain Title I requirements, including the 1% set-aside, and the right of parents involved. (Sec. 1116(c)(1))

Harlan convenes an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program. The school also offers a flexible number of informational parent meetings and attempts to build a strong home/school connection, foster parenting skills and promote literacy development. In addition, Harlan involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of school programs, curricula, and student assessments. The school involves parents in the development of the school-wide plan through collaborative meetings.

Describe: 1) How there will be a flexible number and format of parent meetings offered, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; 2) How parents will be involved in the planning, review and improvement of the Title I Program (Note: State the school's process for how all Title I parents have the opportunity for involvement in decision-making.); and 3) How funds allocated for parent involvement are being used in the school. (Sec. 1116(c)(2)(3))

Harlan Elementary School works hard to involve parents in the implementation of the school-wide plan. Training is provided for teachers, administrators, and parents to strengthen parent-school partnerships to enhance student achievement. Parents are involved in developing appropriate parental involvement policies and in reviewing the school improvement plan through meetings with the school personnel and also through the system's Parent Advisory Committee. Policies developed through this process are distributed to parents of students attending Title I schools. Additionally, the Board provides coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parental involvement activities to improve student achievement. The school coordinates and integrates parental involvement strategies with other programs as appropriate.

Describe how the school provides parents of participating children timely information in a uniform format and, to the extent practicable in a language they can understand, about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessments, and achievement expectations used, and, if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate in decisions related to the education of their children. (Sec. 1116(c)(4)(A)(B)(C))

Harlan strives to increase parent involvement through parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. To the extent practicable, all information required under Section 1111 of the Elementary and Secondary Education Act ("ESEA"), 20 U.S.C. §63/1 ET SEQ., will be provided to parents in a uniform, understandable format upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and each includes a school-parent compact consistent with section 1118(d) of the ESEA. This policy specifies that each school will:

(a) Convene an annual meeting to explain the school programs to parents and inform their responsibilities and right to be involved the

program;

(b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;

(c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

(d) Provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for regular meetings where parents can provide input; and,

(e) Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school.

Describe how parents, the school staff, and students share responsibility for improved student academic achievement for participating students (How the School-Parent Compact is jointly developed with Title I parents; how it is used, reviewed, and updated). (Sec.1116(d))

The staff at Harlan works to ensure that school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA and that a school-parent compact exists consistent with section 1118(d) of the ESEA. The school-parent compact is developed using these guidelines which say that each school will:

(a) Convene an annual meeting to explain the school programs to parents and inform them of their responsibilities and right to be involved in the program;

(b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;

(c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;

(d) Provide timely information about its school programs to parents regarding curricula, student assessments, opportunities for regular meetings where parents can provide input; and

(e) Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school.

Describe procedures to allow parents to submit comments of dissatisfaction with the Continuous Improvement Plan. (Sec. 1116(c)(5))

Harlan conducts an annual evaluation of initiatives with the involvement of parents to determine the effectiveness of the parental involvement policy and school wide plan in improving the academic quality of the school. The evaluation includes parent surveys, focus groups, and student assessment data. Parents are also given the opportunity to submit suggestions and concerns regarding the parental involvement policy to the Parent Advisory Committee. This information will be reviewed annually and used to make revisions to the school plan as necessary.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity and parental and family engagement).

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve

student academic achievement, our school:

Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. (Describe)

To the extent practicable, all information required will be provided to parents in a uniform, understandable format upon request, in an alternative format and language that the parents understand. The school works with the school system to ensure that school-level parental involvement policies meet the requirements.

- (a) Convene an annual meeting to explain the school programs to parents and inform their responsibilities and right to be involved the program;
- (b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- (c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- (d) Provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for regular meetings where parents can provide input; and,
- (e) Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall educate teachers, office personnel, and other school staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (Describe)

Harlan strives to increase parent involvement through parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation.

- (a) Convene an annual meeting to explain the school programs to parents and inform their responsibilities and right to be involved the program;
- (b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- (c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- (d) Provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for regular meetings where parents can provide input; and,
- (e) Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.(Describe)

Harlan Elementary School has a list of available interpreters/translators to assist with communication/filling out forms, and when registering students for school. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033.

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (Describe)

Harlan strives to increase parent involvement through parental involvement activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or whose racial or ethnic background may impede effective participation. The school works with the school system to ensure that school-level parental involvement policies meet the requirements.

- (a) Convene an annual meeting to explain the school programs to parents and inform their responsibilities and right to be involved the program;
- (b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- (c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- (d) Provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for regular

Describe how the school will build capacity for parental involvement including how parents will be encouraged to become equal partners in the education of their children? (See ESSA Sec. 1116, requirements for building capacity in parental involvement.)

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, our school:

Shall provide such other reasonable support for parental involvement activities as parents may request. (Describe)

Harlan has a list of available interpreters/translators to assist with communication/filling out forms. Language assistance is available and all schools can receive assistance in providing all information in a language parents can understand by calling the Federal Programs Office at (256) 768-3025 or (256) 768-3033 for assistance. Florence City Schools provides the Parent/Student Handbook in English and Spanish. Also, the principals at each school are trained in how to use TransAct to access important school communications in several languages to ease communications with the non-English speaking families. In each school there are "Language Survival Kits". These are handbooks with basic communication information such as "Where are the restrooms?", "What is your name?", etc. The handbooks have been translated in the following languages: French, German, Japanese, Russian, Spanish, Turkish and Vietnamese. They are based on grade levels of K-6 and 7-12.

Describe how the school will ensure the provision for participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. (See ESSA Sec. 1117(f))

Harlan strives to increase parent involvement through parental involvement activities.

- (a) Convene an annual meeting to explain the school programs to parents and inform their responsibilities and right to be involved the program;
- (b) Offer a flexible number of informational parent meetings, including building a strong home/school connection, parenting skills, and literacy development;
- (c) Involve parents in an organized, ongoing, and timely way in planning, review, and improvement of school programs;
- (d) Provide timely information about its school programs to parents regarding curricula, student assessments, and opportunities for regular meetings where parents can provide input; and,
- (e) Provide parents with an opportunity for meaningful and ongoing communication about the academic quality of the school.